

Inspection of Grenfell Preschool

South Green Memorial Hall, Southend Road, BILLERICAY, Essex CM11 2PR

Inspection date: 27 June 2023

Overall effectiveness	Good
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The quality of education	Good
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Behaviour and attitudes	Good
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Personal development	Good
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Leadership and management	Good
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Overall effectiveness at previous inspection	Good
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What is it like to attend this early years setting?

The provision is good

Children arrive happy and keen to start their day at the pre-school. They are greeted by familiar staff and separate confidently from their parents or carers. Children settle quickly and make their own play choices from a good range of age-appropriate activities and resources. They develop strong relationships with the kind and nurturing staff who are attentive to their needs. Children are familiar with the daily routines. For example, children sit quietly at circle time and say, 'I'm here', when their names are called out from the register.

Children demonstrate awareness of expected behaviours. They take turns and share the resources well. Staff are good role models and treat each other with respect. This has a positive impact on children's behaviour and attitudes. Staff and children join in enthusiastically with the words and actions of familiar songs, and staff support children who are less confident. Outside, children enjoy playing on the climbing frame and the ride-on cars. They are eager to show visitors the sunflower plants they have grown as they take turns to water them. Children have opportunities to broaden their knowledge of their local community. For example, they sometimes walk with staff to the local shop to choose their own fruit for snack time.

What does the early years setting do well and what does it need to do better?

- The strong management team and dedicated staff are committed to providing children with the best possible care and learning experiences. The established team works well together and meets regularly to share ideas and reflect on how it can make positive changes to continually improve the quality of the provision.
- The manager observes staff practice and provides feedback to help improve the quality of teaching. Staff have access to an online training programme to further enhance their knowledge and skills. Staff appear happy and enthusiastic in their roles, and this promotes a positive atmosphere throughout the pre-school.
- Children with special educational needs and/or disabilities (SEND) are extremely well supported. The knowledgeable special educational needs coordinator (SENCo) is confident in her role. She works effectively with parents, staff and other external professionals to ensure that children get the help they need. Individual plans are put in place to support children's individual needs incisively. As a result, children with SEND make good progress.
- Assessment and planning for children's learning are in place. However, the information from assessment is not always used consistently to plan and inform teaching to support children's emerging learning needs. As a result, at times, some children do not benefit from suitably challenging activities to help them make the most progress.
- Staff skilfully weave mathematics into everyday activities. For example, as

children make shapes with play dough, staff incidentally talk about rectangles, squares and circles. This helps to support children's early mathematical skills.

- Staff place a high priority on supporting children in their transition to school. Strong links have been established with local schools, and teachers come in to meet the children before they start school. Staff obtain photos and uniforms for the different schools to support children's familiarity. They talk to children to help resolve any worries or concerns they may have about starting school. This helps children to feel positive about moving on to school.
- Staff support children's communication and language skills well. They engage children in back-and-forth conversations and encourage them to talk about their interests and experiences. Staff speak clearly and introduce new vocabulary. For example, they use the words 'pyramid' and 'Egypt' as children construct with triangular plastic shapes. Throughout the day, children enjoy sharing books with staff and listen attentively.
- Mealtimes are social occasions at the pre-school. Staff and children sit together and chat happily to each other. Staff provide healthy snacks, and children confidently use jugs to pour their own drinks. Children develop good hygiene routines. For example, they wash their hands before eating, with little prompting from staff.
- Parents are full of praise for the pre-school. They comment that staff are 'friendly', 'approachable' and 'go above and beyond' to help children. Parents comment that staff know children well and regularly share information about their children's learning. They appreciate the opportunities to visit the pre-school for events, such as sports day.

Safeguarding

The arrangements for safeguarding are effective.

All staff attend safeguarding training, including on aspects such as radicalisation. They demonstrate a secure understanding of the possible signs and behaviours that may indicate a child is at risk of harm. Staff are clear about the steps to take to refer any concerns, both within the pre-school and to relevant external agencies. They understand how to respond to any concerns they may have about another member of staff's behaviour. The manager follows robust recruitment and vetting procedures to ensure staff are suitable to work with children.

What does the setting need to do to improve?

To further improve the quality of the early years provision, the provider should:

- help staff to make better use of information from assessment to plan and inform teaching so that children benefit consistently from suitably challenging activities.

Setting details

Unique reference number	402165
Local authority	Essex
Inspection number	10285547
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register
Day care type	Sessional day care
Age range of children at time of inspection	2 to 4
Total number of places	26
Number of children on roll	49
Name of registered person	Grenfell Pre-School
Registered person unique reference number	RP523876
Telephone number	01277 652366
Date of previous inspection	10 October 2017

Information about this early years setting

Grenfell Preschool registered in 1972. The pre-school employs eight members of childcare staff, seven of whom hold appropriate early years qualifications at level 3 and above. The pre-school opens Monday to Friday, term time only. Sessions are from 9am to 3pm on Mondays, Tuesdays, Thursdays and Fridays and from 9am until 11.45am on Wednesdays. The pre-school provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Marisa White

Inspection activities

- This was the first routine inspection the pre-school received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the manager and has taken that into account in their evaluation of the provider.
- The manager and the inspector completed a learning walk together of all areas of the pre-school and discussed the early years curriculum.
- The SENCo spoke to the inspector about how they support children with SEND.
- The inspector observed a range of learning experiences to evaluate the quality of education being provided and the impact on children's learning. This included a joint observation with the manager.
- The inspector spoke to parents, staff and children during the inspection and took account of their views and experiences.
- The inspector looked at relevant documentation and reviewed evidence of the suitability of staff working in the pre-school.

We carried out this inspection under sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the early years foundation stage.

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